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ABSTRACT

This teacher education model is designed to assist inservice and preservice teachers in attaining their professional goals in a continuing program of self-improvement. The model is personalized in that it calls for the determination of competencies and objectives based on the individual teacher's philosophy of education. It is also individualized since the learning that takes place is self-paced. Finally, the model is flexible and can be used with preservice or inservice programs. There are five phases of the model: (1) philosophy, (2) rationale, (3) objectives, (4) mastery of competencies, and (5) evaluation. The five phases are guided by a collaborative section which serves to familiarize participants with influences that must be considered in developing one's philosophy, objectives, and competencies (e.g., that the teacher must function within a school district, dealing with students and parents). After recognizing the influencing factors and dealing with them in a collaborative manner, the participant is ready to begin the five phases of the model. (Appended are diagrams and an explanation of phases 3-5 of the model as well as information concerning the need for a resource center when implementing the model.) (Author/RC)

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Glenda - Put this one in.

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TOWARDS A PERSONALIZED COMPETENCY REFERENCED MODEL OF TEACHER EDUCATION

BY

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TOWARDS A PERSONALIZED COMPETENCY REFERENCED MODEL OF TEACHER EDUCATION

The teacher education model described in this paper incorporates many of the features of Competency Based Teacher Education in a manner that is individualized, personalized and flexible. The model is individualized because the learning is self-paced. It is personalized because, contrary to most CBTE models, there are no predetermined competencies. In this model, each teacher works toward self-selected objectives and competencies which are referenced to the individual's philosophy of education. The model is flexible since it functions with pre- and in-service programs, and is adaptable to various situations and demands.

The model consists of five phases: Philosophy, Rationale, Objectives, Mastery of Competencies, and Evaluation. A collaborative section consisting of influencing factors provides an overall guide to the use of the five phases.

COLLABORATIVE SECTION

The collaborative section is a comprehensive area that affects the five phases. This section deals with the influences that must be considered in determining one's philosophy and in choosing competencies, etc. (See Diagram A.) A teacher must function within a school district, with students and parents, fulfill certification (recertification) requirements, be satisfied with himself, etc. Thus, it seems that teachers cannot

A PERSONALIZED
COMPETENCY REFERENCED MODEL
FOR TEACHER EDUCATION

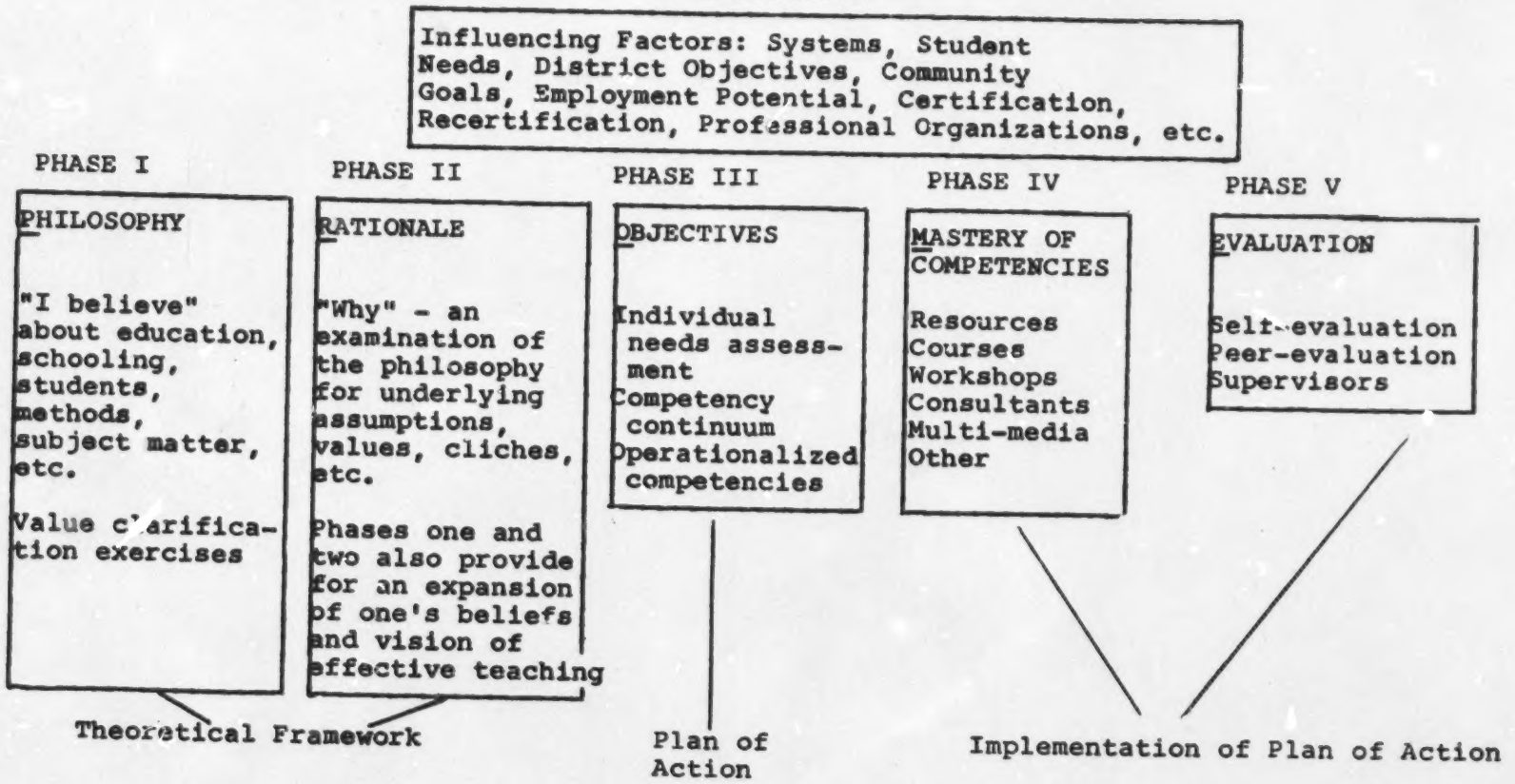


DIAGRAM A

be independent or ignorant of various influencing factors, but rather must recognize and deal with them in a collaborative manner that facilitates growth for all concerned parties. Participants in this model need to familiarize themselves with the various influencing factors which they deem appropriate and to operate accordingly.

After recognizing the influencing factors and dealing with them in a collaborative manner so that all appropriate factors are considered at least to some degree, the teacher is prepared to enter the five phases of the model denoted by the acronym PROME. (See Diagram A) The five phases are listed and discussed in a particular order. In the actual operation of the model, though, it is not necessary to follow this order and the five phases are not mutually exclusive, but overlap.

PHASE I

The first phase of this teacher education model is the philosophy phase. In this phase, each teacher is asked to think seriously about education. This phase does not include only the history of the philosophy of education, but what each individual teacher himself believes about various facets of education. One way in which the beliefs are determined is by "I believe" statements. Thus, a teacher will delineate what he believes about education, schooling, students, systems, methods, etc. Value clarification exercises, role playing, and simulation games are some other methods utilized to help an individual discover and delineate his own philosophy of education.

PHASE II The second phase of the model is the rationale. In this phase the question "why" is asked. After a teacher has delineated his philosophy, he examines it to ascertain if he truly believes what he has stated and if his actions are consistent with his philosophy. Furthermore, it is important for the teacher to explore his philosophical beliefs for the underlying values, assumptions, and cliches which his philosophy may contain. Subsequent to this exploration, a teacher may find that he wants to rethink his philosophy or that he has a satisfactory understanding of his beliefs and their implications. It should also be noted that one's philosophy and rationale are not considered a static framework, but one which is developmental. Some of the same methods used in the philosophy phase are utilized in this phase, including group process, to accomplish the examination of the philosophy.

Phases one and two compose the theoretical framework of the model. Although teachers are apt to say, "don't bother me with theory I need to plan for tomorrow," they ask questions that indicate they want an understanding of why they should do something one way and not another. Teachers are interested in guiding principles which is another way of saying theoretical framework. Phases one and two of this model provide guiding principles which are essential for effective teaching, which provide a framework for perceiving needs, which help expand one's vision of effective teaching, and which are necessary for consistency and the effective use of this model.

PHASE III Phase three requires writing objectives that are referenced to the theoretical framework just established and to perceived needs. Each teacher, in light of his philosophy, rationale, and objectives examines his strengths and weaknesses and determines what he needs to know, be able to do, and to what degree. This phase then provides for an individual needs assessment referred to as the competency continuum. Next, the teacher writes operationalized competencies (based on the needs assessment) which he will master in order to fulfill his desired objectives. (See Appendix A for a description of the process of writing objectives, the needs assessment, and writing competencies.)

PHASE IV Phase four brings into actuality the thinking of phases one, two and three. The teacher now goes about mastering his determined competencies. In order to aid the teacher in his endeavor, phase four calls for a gathering of resources. Books, workshops, courses, people, etc., are possible sources of help. The Resource Center (See Appendix B) provides assorted materials for individual teachers to use.

PHASE V Phase five is the evaluation phase which helps the teacher determine if he has mastered the competencies. No one method of evaluation or measurement is recommended, but rather a variety of methods are made available. However, the emphasis is on self-evaluation as the primary means of evaluation. Various self-evaluation tools are listed in order to help the teacher determine the degree to which he has mastered the competencies.

SUMMARY This paper presents an individualized model to assist inservice and preservice teachers in attaining their professional goals in a continuing program of self-improvement. This model lends continuity to individual programs, and presents a methodology of identifying needs and mastering competencies to fulfill objectives based on individual needs. An underlying assumption of this model is that an organized approach to the continuing development of professional competencies will, in the long run, produce more effective teaching as evidenced by increased student gain.

Appendix A

The following is an explanation, example, and amplification of phases three, four, and five of the model, covering objective-writing, individual needs assessment, composing operationalized competencies, mastering competencies, and evaluation.

Diagram B outlines seven sections. The first five sections are concerned with phase three of the model (objectives), the sixth section pertains to phase four (mastery of competencies), and the seventh section concerns phase five (evaluation of competencies).

Section one of the diagram, general competency areas, contains three general areas of competencies categorized by a structure of teaching--planning, execution, and evaluation. These general areas serve as categories in which the specific competencies are placed. This categorization provides organization, a definition of teaching by its structure, and a broad base for competencies. However, many competencies do not fit discretely into the categories, but overlap.

Section two contains possible topics around which objectives can be written and some sample objectives. These objectives are determined by the teachers based on their theoretical framework (philosophy and rationale) developed in phases one and two, and are dependent on their needs and interests. Thus, an

individualized program is developed which promotes uniqueness among teachers rather than sameness.

Once a general objective is written, the teacher conducts an individual needs assessment, designated in section three. A competency continuum is constructed by the teacher on which he notes his current position relative to the objective, along with his desired position, i.e., where he would like to be. An assumption of this model is that there is no one correct way for everyone to perform a certain skill, but that one can improve skills or learn new ones in order to meet teacher and student needs more fully. The continuum, then, provides a way of indicating movement and tracking progress toward improved skills and competencies. If instruments are needed to help a teacher obtain an accurate picture of where he is on the continuum, section four provides some possibilities.

Section five requires the writing of specific and operationalized competencies based on the objectives and the desired movement on the continuum. This section indicates specifically what the teacher will accomplish and when he will have accomplished it. It is important to note that these competencies are individualized and personalized competencies. They are chosen by the teacher and are based on self-selected objectives which are arrived at from individual needs and which are consistent with the theoretical framework established in phases one and two.

Section six leads into phase four of the model--mastering the competencies. This section suggests various resources to help in this activity. No one resource is considered ideal for all teachers, but rather various resources are mentioned from which the teacher can choose the one or ones that best fit his schedule and learning style.

Section seven of the diagram is evaluation. This section will enable the teacher to determine his progress in mastering the competencies. Again, various evaluation instruments are indicated from which the teacher can choose the one or ones that best fit his needs.

DIAGRAM B

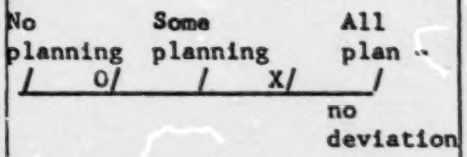
PHASE III 1. General Competency Area	2. Possible Topics for Objectives	3. Individual Needs Assessment (Competency Continuum) X = Where I am O = Where I want to be	4. Assessment Instruments to Determine Where I Am	5. Operat Competenc
Structure of Teaching I. Plan	Sample Topics: Classroom managment Creative thinking Lateral thinking Materials Media Textbooks Subject matter Lesson Planning Sample Objective for Lesson Planning To develop my lesson planning so my classes are more spontaneous	 Continua are constructed by the teacher, including the various designations. No one designation is correct for all teachers. Rather, a teacher should be able to move along the continuum as the situation warrents and to determine which position is best for him at a particular time.	Record of lesson plans Class response ✓ Self-evaluation ✓ Audio and/or ✓ video tapes Observer The items checked above will help to determine where I am on the continuum.	(The com construc teacher. My class structur allow fo I will c books on will vis teachers classes planned, spontane have mas competen judge fr plans an response classes taneous cent of Addition will be well as given of pre-writ

DIAGRAM B

...ds Assess- Continuum) to be	4. Assessment Instruments to Determine Where I Am	5. Operationalized Competencies	PHASE IV 6. Some Potential Resources	PHASE V 7. Resources for Evaluation
All plan - no deviation ...ructed by ...ding the ...ns. No one ...rect for all a teacher move along the situation ...termine best for him ...e.	Record of lesson plans Class response ✓ Self-evaluation ✓ Audio and/or video tapes ✓ Observer The items checked above will help to determine where I am on the continuum.	(The competency is constructed by the teacher.) My classes are too structured and do not allow for spontaneity. I will consult various books on planning and will visit other teachers who have classes that are planned, but also spontaneous. I will have mastered this competency when I judge from my lesson plans and from student response that my classes are more spontaneous eighty per cent of the time. Additional competencies will be suggested as well as references given of sources of pre-written competencies.	Method books ✓ Personnel Courses Workshops ✓ Supervisors Video tapes ✓ Other teachers The checked items are the ones I used to help me master the competency.	Record of lesson plans Class response ✓ Self-evaluation ✓ Audio/video tapes ✓ Observer Pre/post test

Eventually, a manual will be written with suggested competencies, references, etc. However, these sections can be and will be written by teachers for desired competencies not listed and for ones teachers wish to change. Until such a manual is completed, it will be necessary for teachers to write the particulars for their self-chosen competencies. Assistance will be given wherever needed.

PHASE III 1. General Competency Area	2. Possible Topics for Objectives	3. Individual Needs Assessment (Competency Continuum) X = Where I am O = Where I want to be	4. Assessment Instruments to Determine Where I Am	5. Operati Competenci
Structure of Teaching II. Execute	(Sample Topics) Lecturing Decision making Human relations Student responsibility Verbal communication Non-verbal communication Discipline Simulation Questioning Sample Objective for Questioning To be able to ask different levels of questions.	Factual questions / X / Comprehension / / Synthesis / O /	Audio/video tapes ✓ Observer ✓ Student response ✓ Student tests Self-evaluation Other	In an app I will be questions require f sponses f dents, bu tions tha analysis I will co competenc I can obt and analy factual r I deem it

eeds Assess- y Continuum) t to be	4. Assessment Instruments to Determine Where I Am	5. Operationalized Competencies	PHASE IV 6. Some Potential Resources	PHASE V 7. Resources for Evaluation
re- Syn- ion thesis / 0/	Audio/video tapes ✓ Observer ✓ Student response ✓ Student tests Self-evaluation Other	In an appropriate class I will be able to ask questions that not only require factual responses from the students, but also questions that require analysis and synthesis. I will consider this competency mastered when I can obtain synthesis and analysis as well as factual responses when I deem it appropriate.	Bbom, Taxonomy of Educational Objectives Courses Workshops ✓ Sanders, Classroom Questions ✓ Audio tapes ✓ Observers Other	Observer Audio/video tapes ✓ Student response ✓ Student tests Self-evaluation ✓ Check lists Other

PHASE III

1. General Competency Area	2. Possible Topics for Objectives	3. Individual Needs Assessment (Competency Continuum) X = Where I am O = Where I want to be	4. Assessment Instruments to Determine Where I Am	5. Operati Competenci
Structure of Teaching	(Sample Topics)			
III. Evaluate	Measurement Standardized tests Classroom testing Writing goals and objectives Revision of plans Student input Grading Record keeping Contract grading Sample Objective for Contract Grading To explore the possibilities of contract grading and to implement one.	No knowledge of contract grading / Pilot study of contract grading / knowledge and implementation X O	Self-evaluation ✓ Test ✓ Other	I will fam myself wit of contrac through bo and a visi teacher wh tract grad try the me two or thr and, if su continue t with addit each term fully impl program.

Assess- ntinuum) be	4. Assessment Instruments to Determine Where I Am	5. Operationalized Competencies	PHASE IV 6. Some Potential Resources	PHASE V 7. Resources for Evaluation
know- ledge and im- plemen- tation	Self-evalua- ✓ tion Test ✓ Other	I will familiarize myself with the methods of contract grading through books, journals and a visit with a teacher who uses contract grading. I will try the method with two or three students and, if successful, continue the program with additional students each term until I have fully implemented the program.	Books ✓ Journals ✓ Personnel Multimedia aids Visitations ✓ Other	Student reaction ✓ Student performance ✓ Self-evaluation and ✓ satisfaction

Appendix B

In order to implement this model, it is essential to have a resource center in which teachers have access to many kinds of materials and equipment to help them in mastering their competencies. The resource center provides an environment conducive to the methods of individualized and self-directed learning. The resource center also becomes a teacher center, a meeting place to exchange ideas and to develop new ones. In general, the resource center is a relaxed, informal environment replete with materials, books, media, and any other kind of resource that is beneficial in helping teachers improve their teaching competencies.